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ABSTRACT

This document provides guidelines and suggestions for taking preschool children on field trips. Rationale for field trips, safety considerations, planning, preparation through classroom activities, parent involvement and keeping a field experience reference file are among the topics discussed. Examples of trips to a supermarket and to hear a high school band as well as a classroom visit by a mother and her baby are provided. The final chapter lists resources for classroom visits, places to go on field trips, and trips that give children the opportunity to collect things. Forms related to field experiences and classroom visits are included. (Author/RH)

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FIELD EXPERIENCES FOR YOUNG CHILDREN

Planning and Implementing Field Trips,

Classroom Visitors and Collecting Trips

Anne Schneider

Jane Warner

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FIELD EXPERIENCES FOR YOUNG CHILDREN

By

Anne Schneider and Jane Warner

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INTRODUCTION

What makes a field trip memorable for a preschool child? How can the teacher make the sights, sounds, and smells of a new experience come alive for a child?

We asked ourselves which techniques we found helpful in planning and implementing exciting, meaningful, and safe field experiences for the preschooler, and what information is necessary to organize them. We hope that our answers will motivate other teachers to identify community resources and create learning experiences to help children expand their knowledge of the world.

Some of the issues we examine in this guidebook concern safety, parent involvement, the preparation-process, developing a classroom environment with relevant activities to expand the field experience, and setting up a working reference file for future use. To help illustrate the application of this information we have included sample units designed around specific field experiences.

We hope our suggestions will help you plan for field experiences which are both educational and fun for the children and adults.

Jane C. Warner

Anne L. Schneider

CHAPTER ONE

WHY A FIELD EXPERIENCE?

Envision the look on a young child's face the first time he climbs on a tractor. Suddenly, he is the farmer, these are his animals and he is plowing his field. Often, a field experience allows the child to learn about something that otherwise would not have been feasible. Pictures and verbal explanations are too often incomplete. The child who only looks at a picture of a lamb does not get as much sensory stimulation as the child who hears the lamb's bleat, touches its fleece and peers into the lamb's eyes. Piaget stresses that knowledge is initially built up from direct motor actions on the world and from immediate sensory perception. Doesn't it seem logical that we should take children to the scene of the live learning experience? It is important for the young child to build a repertoire of meaningful experiences in his mind to help with the acquisition of language and build a basis for later learning. A field experience provides the opportunity for a child to learn about the world first hand.

When we say "a child learns by doing", what do we mean? The young child develops through acting on things outwardly so that knowledge can become internalized. By pretending to be a fire fighter, courageously squelching the flames, the child experiences what it is like to be a powerful grownup. Just think what a visit from a real firefighter could mean for this child. Sometimes it is necessary to bring the experience into the classroom. Classroom visitors can range from babies to grandmothers, mail carriers to doctors, and from frogs to goats. The child can get to know someone or something within the security of her own environment.

Have you noticed the importance a pine cone can take on when a child has picked it up on the way to school and brought it into the classroom? That pine cone is no longer an entity that just hangs on trees and falls to the ground. Now it has a texture, a woodsy smell and takes on a different look under a magnifying glass. Direct participation with the environment will motivate the child's desire to learn about the world around him. Collecting trips allow children to choose the object of learning. Talking about the object, its characteristics and origin and usuage, provides the child with basic vocabulary and the opportunity to categorize and classify materials. The child's intrinsic curiosity provides a focus for learning. Together, the teacher and the child describe the object's features. One of the nicest things about collectables is that they can be enjoyed again and again, whenever the child has the desire to experience it once more.

Field experiences can help translate the multitude of available stimuli into meaningful information. However, teachers provide the framework for learning through careful planning. The benefits of field experiences can best be enjoyed when the children and the teacher are prepared from the beginning to its culmination.

CHAPTER TWO

SAFETY ON A FIELD TRIP

When children leave the classroom for a field trip, they are plunged into the challenging and exciting world of real machines, grown-ups, loud noises and unfamiliar sights. They leave behind the security of a familiar environment and the rules that guide them there. Safety procedures that adults take for granted may be overlooked by children when they are in new surroundings.

Children react to field experiences in a number of ways. For some children, the excitement and anticipation of a field trip may stimulate a need to touch everything, run ahead of the group, or go off to explore by themselves. Other children may be frightened by seemingly trivial events. They may want to stick close to a teacher, seek the reassurance of an adult's hand, or stay toward the back of the group.

It is the teacher's responsibility to provide for each child's needs. The children should feel that they are cared for during their excursion. They will enjoy the adventure of discovering new places if their teachers plan for a safe trip.

To help you provide a safe trip for children, the following topics will be discussed: how to develop safe field trip behavior with the children, how to prepare adult supervisors, and how the teacher provides protection without undermining the discovery and excitement of a field experience.

Getting the Child Ready

Young children are naturally curious, they learn by touching, tasting and smelling things around them. In the classroom arranged for the preschooler, the child has a lot of freedom to explore and manipulate things. On a field trip this freedom must be somewhat curtailed to ensure the safety of the child. Telling the child the sequence of events, what he is allowed to touch, and where he is allowed to go will help keep the overstimulated child within safe boundaries. In addition, these guidelines will give the reluctant child permission and reassurance for appropriate behavior.

The more a child knows about a specific trip before she goes, the more appropriate her actions can be. It is important to explain the reasons behind specific rules. Guidelines can be much easier to follow if they are logical and simple to comprehend. For example, if she knows ahead of time that she will be walking through high school hallways to visit a band practice, it will be easier to reinforce quiet behavior if she knows that it is important to be quiet for classes in session.

If a visit to a farm is planned, some children will want to touch every animal and some will prefer not to touch any, perhaps for fear of being bitten. When you tell the children ahead of time which animals are safe to touch, and which animals the farmer says are not tame, the children will be more responsive to your requests and rules.

An Ounce of Prevention

Nothing can be more frazzling to a teacher than to be on a field trip when the children are scattered in all directions and not listening to your instructions. Once a teacher experiences this kind of a student response on a trip, she may loathe the thought of going on another field experience.

This can be prevented by practicing some basic field trip behaviors while still in the school situation.

When you are talking to the children about the things they will see and experience, you can also help them learn appropriate field trip behaviors. Walking with partners, or staying in carpool groups can be stressed. The "Beside or Behind" rule is a helpful one for children to follow also. It means that children must be beside or behind an adult at all times. This will help prevent children from being by themselves in the middle of a parking lot, or getting to an animal on the farm before the group leader can supervise.

It is a good idea to give children the opportunity to practice appropriate field trip behavior. Try the "Beside or Behind" rule on the playground, and then take a "practice field trip" - a walk around the block. On a walk you can illustrate the rules that you want the children to develop for field trips.

Grouping the Children

Be sure to prepare carpool groups ahead of time, if private cars are being used. This will simplify the procedure of dividing the class when it is time to leave. Tell the children that they will be going and returning in the same car with the same children and the same parents. You can balance the more excitable children with the calmer children for more easily managed groups. If you decide that children are to have partners, it would be wise to think about appropriate partners before hand. When assigning groups of children to adult supervisors, be sure to tell the adults which children may have a hard time following the limits you set, or those who may seem insecure when away from the school grounds. If you know ahead of time which children may be frightened of an anticipated loud noise or an animal to be encountered, have the adults all alerted to this.

Preparing the Parent Supervisors

Helpful parent volunteers are essential to the success and safety of the field trip. This additional supervision is often necessary to bring adult/child ratios to a manageable level.

Recruiting parents for field trips need not be difficult. If you present a proposed trip that is exciting and meaningful, the parents can get caught up in your enthusiasm. For example, although initial suggestions for a trip to a garbage dump are always met with groans, parent volunteers have always been plentiful. After discussing recycling and ecology in the classroom and sending home notes about the classroom projects, parents, often fathers, will want to join the class on the trip to the dump. You set the tone for the importance of a field trip. Your enthusiasm can be contagious!

The best way to insure that parent volunteers have a good time on a field trip and will want to volunteer to accompany your class again is to inform them of the expected child behaviour and the rules. The "Beside and Behind" rule won't be helpful for the children, no matter how many times you practice it, if the parents aren't aware of it and don't enforce it. Parents will feel more comfortable with their responsibilities to you and the children if they know a few basic rules and have information about the trip ahead of time.

A basic information guide for all field trips may be prepared at the beginning of the school year and distributed with a school handbook. Parents can be referred to this before each trip so that they can help manage the children safely.

Parent Handouts

Basic field trip information for parents should include the following:

1. Car rules - seatbelts, door locks, adult responsibilities.
2. Carpool lists - teacher will prepare the list of children and adults per car.
3. First aid kit.
4. "Beside or Behind" rule.
5. Maps and schedules of events will be provided.
6. Suggestions for managing car behavior.
7. Name tags.

FIELD TRIPS

Field trips can be an exciting way for children to learn about the world around them. Where does our garbage go? What does a lamb feel like? How heavy is a pumpkin? Field trips can answer some of these questions for curious children.

To ensure the safety of your child on a field trip we have some rules that must apply for each excursion away from school.

1. Each car has two adults. The driver is solely responsible for getting us there safely. The adult rider is to watch for sings and directions and help keep the children from interfering with the driver. These adults are responsible for the same children in their car while on the premises of the trip location, too.

2. Car doors are locked; seat belts are firmly fastened. Seat belts are to remain buckled until the two adults in the car are out of the car and ready to help children exit for the car safely.

3. One teacher will always have a first aid kit.

4. The "Beside or Behind Rule". This rule is helpful for children to follow. It means that at all times children must be either beside or behind an adult, not in front. This will help prevent children from being by themselves in front of a group.

5. The adult passenger needs to remember that children can get restless when travelling. The anticipation of the trip can produce less-than-calm behavior! Play car games with the children: sing songs, identify places, people, things! At the end of a trip ask the children questions about what they saw and did. Some may want to talk, others may want to sit quietly, or sleep on the way back.

6. The teacher will provide a map and a schedule of events for the trip. Please follow these so that all the children may enjoy the trip together.

7. All children must wear nametags.

8. The teacher will prepare a list of passengers for each car. If you have a preference for a child who is a favorite playmate for your child, when you drive, please tell the teacher.

Before each individual trip the parent volunteers need to be provided with specific instructions. These should include:

1. Map and directions
2. Time schedule of events
3. Names of children and adults for their car
4. Any specific information helpful for parents to know about what will be seen or done on the trip, e.g. each child may pick a pumpkin to take home. He must be able to carry it himself, however. This will limit the size and save the adults from carrying 5 pumpkins each!
5. Any specific safety hints: e.g. children are not to pet the cows and should stand a few feet from the fence when looking at the animals.

Basic Safety Measures

Some basic safety measures to employ on all trips will eventually become an automatic procedure for you. Have all children use the toilet before the trip. Each child should be wearing a nametag during the trip. This identification badge provides the child's name, school name, school telephone number, and home telephone number. On a trip to a museum where other classes are visiting, the uniqueness of your nametags will help identify your children quickly. If a child becomes lost, the nametag information will enable someone else to identify the child and notify the school of the child's whereabouts. This will also help the parents who don't know all the children's names.

Parent permission slips and Emergency Provision Forms must be signed before a child may accompany you on a field trip. These forms and a First Aid Kit are essential on each trip. If a child needs medical attention during a field trip you are prepared for both a minor scratch and an emergency. You will have the parent's telephone number, physician's telephone number and authorization for hospital emergency treatment at your fingertips.

One other hint we recommend is to count all the children periodically during a trip, especially as you are entering or leaving. Never assume the other adults are doing this for their own group. Once when a teacher was preparing to leave a park and stopped to count the children she came up one short. The child was quickly found hiding under a play structure, because he didn't want to go home. The mother of the missing child was one of the adults on the trip and she was unaware that her own son was missing.

Safety is of prime importance during a field trip. We hope that the recommendations in this section plus the following suggestions for the pre-visit help smooth the way for a trouble-free field trip.

Permission Slips

It is important to obtain a permission slip for each child, and for each field trip. The child's parents have a right to know about, and grant permission for, each field experience occurring away from the school grounds. However, a permission slip does not release the school or accompanying adults from all legal liability. To help insure the greatest protection for all individuals involved, it is a good idea to seek legal advice when developing a permission slip. This will provide you with a fuller understanding of any legal responsibilities that you are undertaking.

Below is a sample permission slip that can be easily adapted for each field experience. Permission from the parents or guardian for participation on the field trip and transportation to and from the location is requested. Parents will be more likely to return permission slips when they are sent well in advance. The return of the permission slip helps to assure that the parents are aware and supportive of the field experience.

Sample Permission Slip

I hereby do___do not___ give my permission for child's name to accompany her/his class on a field trip to location on date which is sponsored and supervised by school's name staff, and to ride in a school vehicle or a car driven by school's name staff or volunteering parent. I understand that my child will be seatbelted and there will be two adults in the car.

_____ _____

mother father (or legal guardian)

In addition to the permission slip, the emergency treatment form should be avialable to the teacher at all times during the trip. This form authorized the teacher to take emergency measures should such action be necessary. The emergency provision form should be attached to a health form. Information on this form will advise the attending physician of any allergies or special problems.

Emergency Provision Form

It is the policy of school name to notify parents immediatley in the event of illness or an emergency. In the case of an emergency, our procedure would be first to call the child's parents. If parents or a designated alternate are unavailable, and the child needs immediate attention, we would have the child taken to the preferred hospital or nearest Emergency Room, and contact the child's physician.

I authorize the school's name staff to take whatever emergency measures are deemed necessary for the care and protection of my child.

child's name _____

_____ _____ _____

Mother Date Father or Legal Guardian

Names of persons to be contacted in case of emergency:

Names Phone Numbers

_____ _____

_____ _____

Physician's Name _____

Phone Number _____

CHAPTER THREE

PRE-VISIT PREPARATION

An Off-Site Visit

No matter how much advance planning the teacher does, there is no better way to gain information than to visit the trip site. You can find out how far the bathrooms are, where the parking is, if the path for the children becomes to steep, or a tour is too long. A pre-visit will give the teacher information to use in preparing the children for a safe and educational trip. It will answer questions for the teacher that will help decide if the trip is a worthwhile venture, and a safe excursion. It will provide information to help plan the classroom environment, group-time discussions, and safety regulations. The pre-visit will better prepare the teacher to handle the situation.

Is This Trip Developmentally Appropriate?

When visiting the site of a field trip, the following questions will help you to decide whether the experience will be meaningful:

1. Will this visit safisfy my teaching objectives?
2. Will the experience be understood by the child?
3. Is the environment safe and within the physical capabilities of the preschooler?

The following sample form provides a list of information to be collected during a pre-visit:

Pre-visit Information Form

Location:_____

Address:_____

Phone number:_____ location of phone on premises:_____

Directions:_____

Reservations and/or tickets:_____

Person to contact:_____

Name of guide:_____

Admission costs:_____

Special events scheduled:_____

Hours available:_____

Brochures, informational literature and/or photographs attached:_____

Travelling distance and time:_____

Facilities: toilets:_____

Water fountain:_____

Picnic site:_____

Parking:_____

Safety hazards:

escalators:_____ tunnels:_____ sharp objects:____

stairs:_____ balconies:_____ poison oak:_____

steep areas:_____ animals:_____ other:_____

lighting:_____ noise:_____ _____

Appropriate clothing for children:_____

Comment (record notes on things of specific interest for focus in content preparation):_____

_____

_____

_____

Classroom Visitor

Adequate preparation for a classroom visitor is necessary to make the experience a comfortable one for both the children and the visitor. It is a good idea to discuss the presentation with the guest before the visit. The visitor should have an idea of the challenges a preschool audience can offer. Squirming and over-enthusiasm is something that, as teachers, we deal with everyday, and the visitor should know that each little child will want to touch and see everything. The guidelines for the children's behavior should be determined by both the visitor and the teacher. This will assure the visitor of what he/she might expect from the children.

Visitor's Information Form

Visitor's Name:_____

address (for initial contact and thank you note):

_____

_____

telephone number:_____

Reason for visit:_____

_____

_____

Location of presentation:_____

Time of presentation:_____

Length of presentation:_____

Safety preparations necessary:_____

_____

Comments: (Special needs of visitor)_____

_____

Comments: (Evaluation of presentation)_____

_____

_____

CHAPTER FOUR

USING THE CLASSROOM TO ENHANCE A FIELD EXPERIENCE

The classroom is a wonderful place to prepare the children for a field experience. By developing appropriate activities, the teachers can introduce and explain the subject to be studied. Books, pictures, stories and records stimulate the child's interest. Dramatic play gives the child an opportunity to use new vocabulary, play with props, and pretend to be the people they will see during their field experience. Manipulatives allow the children to develop cognitive skills while expanding vocabulary relevant to the field trip unit.

The combination of classroom preparation and field experience makes the real world more meaningful. The children that go to a construction site will be thrilled when they can identify cranes, fork lifts, dump trucks, and other machinery.

Following a field trip, children should be allowed to use the information they have gained. Their portrayal of the people will be more accurate and sophisticated during dramatic play. The children may want to draw pictures and dictate stories of their experience.

Classroom Environment Checklist

The following checklist provides a format to organize activities for field experience preparation in the classroom. It is particularly helpful during planning sessions when the whole staff offers ideas for each area.

Encourage all the members of the team to participate. This process gives each teacher or aid a sense of contribution, and acts as a means of motivating appropriate and enthusiastic teaching.

The classroom checklist is also a valuable resource. By maintaining a file of the forms, activities and ideas will be available for future use.

Classroom Environment Checklist Form

Field trip:_____

Motivational aids:

Visual aids:_____

Picture Books:_____

_____

_____

Slides and photographs:_____

Brochures:_____

Posters:_____

Objects manufactured at site, if appropriate:_____

Bulletin Boards:_____

_____

Songs:_____

Classroom Activities:

Cooking projects:_____

Vocabulary words:_____

_____

Housekeeping corner:_____

Dramatic Play:_____

Music & Movement Exploration:_____

_____

Language (dictating stories, making books)_____

_____

Block Play:_____

Science:_____

Arts & Crafts:_____

Small Group Activities:_____

CHAPTER 5

PARENT INVOLVEMENT

Children enjoy sharing their experiences with their family. After an exciting field experience they may want to tell their parents about what they did and what they saw. Often, however, they lack the vocabularly to relate the story, or have difficulty sequencing the events. If a parent doesn't know what the child has seen on a trip, he or she may not ask appropriate questions to help the child recount the experience.

How much more meaningful for the children when parents can reinforce the experience by facilitating a description of the adventure? If you can clue parents to what the field trip is about, they can share in the experience. After a trip to the supermarket, an informed parent will be able to ask, "How did it feel inside the room where ice cream is stored?"

The teacher can help build this bridge between home and school by sending home a letter before a field trip. This letter will not only request permission for the child to participate, it will also inform the parent of the location of the field trip, appropriate dress for children, and request for drivers and helpers.

The letter can also describe the educational aims and allow the parent to know what the child will be doing on the trip and what he will be doing in class to extend the experience. The teacher may make suggestions to the parent to add to the learning with new vocabulary words, library books, and concepts to discuss at home.

When a parent discusses an upcoming trip with her preschooler, she can help prepare him for what he will be seeing. Also, the child will feel reassured in knowing that his parent is aware of his whereabouts when he has left the school.

When the teacher can expand the parent's interest and knowledge in the preschoolers activities everyone benefits. The preschooler will be more interested in the activity and more readily share his experiences. The parents will be better able to extend the child's information, reinforce learning and understand experiences.

After a class trip to the grocery store, a parent shopping with her preschooler will be amazed at what the child had learned. "You don't have to wash the lettuce at home, Mommy, because the man already did it in the room back there," may be a comment to surprise some mother. Mommy's positive reaction to the new information will reinforce the child to want to share more new experiences.

CHAPTER SIX

FINAL PREPARATIONS

When planning and implementing a field experience it is hard to remember all the details that need to be taken care of. Delegating responsibilities to other teachers and aids can relieve some of the pressures. However, it is a good idea to assure control of the "total" picture. The final check list helps make sure that everything is in order. You may want to collect each element in a notebook for easy access.

Final Checklist

____Inform director of school or office personnel of date and location of field experience.

____Emergency and medical forms collected.

____Pre-visit and form completed.

____Reservations for trip made.

____Guide or visitor is aware of the age level and number of children attending.

____Letter to parents explaining content of experience.

____Permission slips collected.

____Arrangements for transportation.

____Class divided into groups.

____Paths for groups of children identified at site.

____Maps and directions districuted to drivers.

____Rules and schedules to parent-chaperones

____Name tags ready for distribution.

____Snack and supplies, first aid kit arranged for.

____Classroom environment checklist completed.

CHAPTER SEVEN

KEEPING A REFERENCE FILE

Throughout this resource we have mentioned the reference file. This is a convenient place to keep all the information that you have acquired in the process of preparing, implementing and evaluating your field experience (this is a good place to jot down ideas for next year's trip). Each teacher has his or her own way of organizing materials, but it is a good idea to keep information together in one place with the activities that made that experience special. Once you have established your reference file, much of your work will be done, and you can refer back to the information as needed. When you decide to return to a site, such as an apple orchard, you can easily find the name and number of the contact person, fees involved, safety precautions, and things the children particularly enjoyed about the visit. If it is possible, include pictures of the experience to remind you of its positive and negative elements. Be sure you revise your file when consulting it so that you will still have the correct information.

The Reference File

The following list contains things to include in your reference file.

1. Contact Information: person's name and title
   address and phone number
2. Previsit form
3. Letter to parents
4. Information concerning cost and transportation arrangements
5. Map and directions to site
6. Classroom environment checklist
7. Personel evaluation. Include the following questions: Was it age-appropriate? Safe? Educational? Fun?
8. Pictures of the site and activities
9. Comments on preparation and activities
10. Suggestions for next time

CHAPTER EIGHT

PUTTING IT ALL TOGETHER

In this chapter we include information that is helpful in preparing some specific field experiences. Expanded activities and plans for a field trip to a supermarket and a high school band and a classroom visit of a baby are drawn from our reference files.

Your previous experiences and creative ideas will help you to plan interesting field experiences with coordinating activities in the classroom. Documenting and evaluating your activities will help make future field experiences easier to plan and execute.

A Trip to the Supermarket

An interesting trip for preschoolers is to a supermarket. Of course most of them have been shopping before. However, with good planning a teacher can arrange a tour behind the scenes of a supermarket. A special shopping list of foods to buy for a snack at school will also make the trip very meaningful.

Pre-visit Information Form

Location: Super Market

Address: 4352 Green Road, Bloomdale

Phone number: 555-3333 **location of phone on premises:** mgr's office

Directions: Corner of Green Rd & Stevens Blvd. in shopping center

Reservations and/or tickets: 2 weeks advance notice to manager

Person to contact: Manager: Miss Brown

Name of guide: Asst Manager: Mr. Smith

Admission costs: none

Special events scheduled: cleaning of vegetables, visit freezer dairy case, bakery, museum

Hours available: all day (10 am for us)

Brochures, informational literature and/or photographs attached: none

Travelling distance and time: 10 minutes each way 5 miles one way

Facilities: toilets: employee lounge

Water fountain: front of store, also check out counters

Picnic site: employee lounge

Parking: parking lot in front of store

Safety hazards:

escalators: no **tunnels:** no **sharp objects:** cutting and

stairs: to basement access **balconies:** no **poison oak:** no

steep areas: no **animals:** no **other:** cold freezer

lighting: good **noise:** no packing equipment

Appropriate clothing for children: usual

Comment (record notes on things of specific interest for focus in content preparation): freezer room (temperature), large number of boxes visited for moving them (dolly, truck), washing fruits & vegetables, storage, packing meat, variety of fruits & vegetables, price marking process, cashiers & receipts, weighing foods

CLASSROOM ENVIRONMENT:

Field Trip: Super Market

Motivational aids:

Visual aids: pictures of fruits & vegetables, empty packages of food.

Picture Books: Stone Soup, The Perfect Present, Everybody Eats, Storytelling with prop: The Apple Star Story

Slides and photographs:

Brochures:

Posters: Grocery store front with vegetable bins pictured.

Objects manufactures at site, if appropriate:

Bulletin Boards: Pictures of things you can buy at the super market. A collage of favorite foods

Songs: "I Am Hungry": Mulberry Bush (This is the way we go to the store)

Classroom Activities:

Cooking projects: Purchase food items at the market for fruit salad, & Stone Soup.

Vocabulary words: Grocer, cash register, finger, dairy, butcher, scale, check out, department, manager

Housekeeping corner: Set up grocery store for dramatic play.

Dramatic Play: give children opportunity to go to store & home

Music & Movement: Act out: This is the way we go to the Store Hop Polka. This is the Story About Strong

Language (dictating stories, making books) Dictate stories: favorite meal, trip to grocery store. Discuss trip before & afterwards

Block play: Set up a grocery store with sections for the plastic food items.

Science: Experiment with temperature, smell jars; bread mold.

Arts & Crafts: have children cut out coupons from newspaper, collage of food pictures, paper plate food mural.

Small Group Activities: A grocery bag filled with empty packages-

(Parent letter and permission slip to be sent home with children.)

October 18, 1979

Dear Parents:

On Wednesday, October 23, the afternoon class will be taking a field trip to the Supermarket at Green Shopping Center, located at the corner of Green Rd. and Stevens Blvd.

Your child has probably accompanied you to the supermarket on many occasions. This time he/she will have the opportunity to go behind the scenes and see where the food is delivered to the store, and see how it is treated and prepared before it reaches the shelves where they usually go to buy their food. We shall be inspecting the freezer room, the dairy case, the meat packaging area and the fruits and vegetable wrapping area. The children will have an opportunity to see how prices are marked on items, what the scales are used for in the produce section, and how large stacks of boxes are moved around in the storage section of the store. We shall emphasize using our senses to smell the differences between sections of the store, see the differences in colors of apples, touch the textures of various fruits and vegetables. We shall be purchasing a selection of fruits and vegetables to take to school and use in preparing a fruit salad and stone soup later in the week. Please take some time to discuss what your child sees at the supermarket. Encourage them to tell you where the food was stored before it found its way to the shelves, the next time you visit a supermarket with them.

In school this week we shall be setting up a play store. Please send some empty food packages to school for us to stock our shelves.

One way to share this experience with your child is to join us as a driver or helper. Please fill out the bottom of this slip and return it to school as soon as possible.

Whether or not you can join us, share the experience by asking questions and listening to your child's reports. If you are not able to join us, be sure to tell your child that you know he is going on a field trip on that day. It will be reassuring to your child.

Sincerely,

INSERT PERMISSION SLIP HERE

I would be happy to help out by being a driver____or a helper____. My car has _____number of seatbelts for passengers.

(Information sheet to be given to all parent drivers and helpers.)

Wednesday, October 23, 1977 - Field trip to Green Supermarket

We shall be leaving for the supermarket at 12:45. It is a 10 minute drive. Please see attached map for driving directions. The children are aware of our driving rules and walking rules on field trips. They need to be reminded however if they seem forgetful. When walking to and from the car and during the time in the store the children should be walking beside or behind an adult.

All children are to be in seatbelts in the car. Please stay with the same group that is in your car while at the store and help these children to stay together with the group. Remind children to keep hands off any machinery or equipment. Safety is a major concern for the adult as a supervisor on a field trip. The trip will be guided by the assistant manager. When you get to the store please wait for the entire class to assemble at the front door.

Each group will be assigned particular items to purchase for our salad and soup. Please make your purchases after the tour is finished. We shall drive back to school and have a snack there when you are done with the shopping.

Mrs. Griggs &	Mrs. Rider &	Mrs. James &	Mr. Carr &
teacher	Mr. Jones	teacher	teacher
Sara	Jeff	David	Melissa
Tom	Rob	Scott	Carol
Jon	Dick	Jane	Donna
Leo	Caren	Alice	Anne
shop: 3 carrots	shop: celery	shop: 2 pota-	shop: 1 lb. oranges
4 bananas	1 lb. apples	toes, ½ lb. grn	1 lb. grapes
½ lb. peas	shredded	beans	1 can beef broth
	coconut	1 onion	

Mrs. Land: Cindy, Danny, Mae, Rudy, Ethel
teacher: shop: 1 can beef broth, 1 cabbage, ½ lb. tomatoes.

A Trip to Hear a Band

Children learning from other children! High schoolers enjoy the opportunity to teach and perform for preschoolers.

Budding musicians may emerge from your preschool class as a result of this informative and entertaining trip!

Pre-visit Information Form

Location: Cedar M.S

Address: 2200 Kucera Rd.

Phone number: 474-4774 **location of phone on premises:** principal's office

Directions: South on Swan, East on Willow.

Reservations and/or tickets: 2 weeks advance to band director & principal

Person to contact: Band Director, Mr. Stone

Name of guide: Mr. Stone

Admission costs: —

Special events scheduled: watch band march, hear music, see individual instruments

Hours available: 2-3 pm & 9-10:30 am child directing band

Brochures, informational literature and/or photographs attached: ____

Travelling distance and time: 3 miles each way; 10 minutes one way.

Facilities: toilets: in band hall & auditorium

Water fountain: by auditorium doors

Picnic site: grassy field, park across the street

Parking: Guest parking — get permit

Safety hazards:

escalators: no	tunnels: no	sharp objects: no
stairs: no	balconies: no	poison oak: no
steep areas: no	animals: no	other: ____
lighting: good	noise: talk about band's sounds	____

Appropriate clothing for children: school clothes

Comment (record notes on things of specific interest for focus in content preparation): Different instruments, sounds, marching steps, conducting, identifying sounds

CLASSROOM ENVIRONMENT:

Field Trip: High School

Motivational aids:

Visual aids: Pictures of instruments, marching bands

Picture Books: Drummer Hoff

Slides and photographs: Pictures of class with band

Brochures: none

Posters: U.S.C. marching band

Objects manufactures at site, if appropriate: Introduce instruments at group time

Bulletin Boards: Collage of instruments divided by section (brass, band, percussion)

Songs: "I am a Fine Musician"

Classroom Activities:

Cooking projects:

Vocabulary words: Brass: trumpets, trombone, tuba; Percussion: drums, cymbals; Woodwinds: flute, clarinet, saxophone; Conductor

Housekeeping corner: Band uniforms, marching hats,

Dramatic Play: play instruments

Music & Movement: March to music, take turns conducting, move to different tempo, make instrument shapes, sounds of instruments.

Language (dictating stories, making books) Characterize music happy, sad, etc, talk & dictate a story about the trip

Block play:

Science: Sounds made by different objects / amounts of water in glasses.

Arts & Crafts: Make instruments, marching hats

Small Group Activities: Tape runs - bands

(Parent letter and permission slip to be sent home with children.)

May 10, 1977

Dear Parents:

On Thursday, May 5, the morning class will be taking a field trip to Willow High School, located on Willow Road, in West Oakton. The Willow High School Marching Band has invited us for a special concert, just for our class! This field trip will provide an opportunity to see and hear the band, listen to individual instruments, direct the band and sit next to a band member during a few selections.

While we listen to the band play, your child will be given the opportunity to march to the music, listen to all the instruments first-hand, and enjoy the excitement of a live marching band. This experience will highlight a week's activities on music and band instruments. We will be emphasizing the different shapes of instruments and the sounds that they make. We will be exploring the sounds that homemade instruments can make, and have our own Westside Nursery School Band. The dramatic play corner will contain band uniforms and hats for dressing up and marching. If you have any oatmeal boxes, please send them to school--they make great drums!

One way to share this experience with your child is to create your own instrument at home, or bring out an instrument that one of the family members plays. The children get so much more from the experience when they can involve their family and friends. New vocabularly words that will be introduced are: marching, brass instruments: trumpet, trombone, and tuba, percussion instruments: drums and cymbals, woodwinds: flute, clarinet, saxaphone, and picalo, conductor. If you have any of these examples at home, or pictures of them, share them with your child.

Another way to share this experience with your child is to join us as a driver or chaperone. If you can help out, please fill out the bottom of this slip and return to school as soon as possible. We'd love to have you!

Sincerely,

P.S. If you cannot join us on our field trip, please tell your child that you know where he is going and what he is doing. This will reassure the child.

Insert permission slip here.

I would be happy to help out by being a driver____or a helper____. My car has _____number of seatbelts for passengers.

A Classroom Visits a Baby

All of the preschoolers were babies once! They often do not think of themselves this way. To see a live baby in the classroom will help point out how much growing they have done in their 3 or 4 years. Many of these children may have a baby in their own house. Comparing their visitor with their own experiences may prove interesting.

Visitor's name: _____

address (for thank-you notes) _____

_____

telephone number: _____

Reason for visit: Bringing baby + Ted, talk about, bath, expose children to real baby

_____

Location of presentation: Classroom

Time of presentation: 9:45

Length of presentation: 15 minutes

Safety-preparations necessary: - Talk about bringing baby, lots of water, towels, have Mrs Park bring bath, bed supplies

Comments: (evaluation)

Talk about feeding baby, compare w/ preschool, appropriate toys + books, different activities

Evaluation: Went great! Have children sit on their bottoms so all can see.

Classroom Environment Checklist Form

Field trip: Baby visit

Motivational aids:

Visual aids: Pictures of babies & mothers, display baby toys, children bring in baby picture

Picture Books:

Baby books (cloth ones)

Slides and photographs: Feeding & bathing, hugging babies

Brochures:

Posters: Baby laughing with sibling

Objects manufactured at site, if appropriate:

Bulletin Boards: Children's baby pictures, baby clothes & toys

Songs: "Open them, Shut them", "Patty Cake" "Rock-a-bye Baby"

Classroom Activities:

Cooking projects: Applesauce, baby biscuits

Vocabulary words: Names, baby body parts

Housekeeping corner: Baby dolls, tubs w/water & soap

Dramatic Play: Changing baby's clothes

Music & Movement Exploration: Crawling - baby / Growing movements

Language (dictating stories, making books) What was I like as a baby? What do babies do?

Block Play:

Science: Weigh & measure dolls on baby scale

Arts & Crafts: Make a rattle

Small Group Activities: Talk about baby games, routines, etc.

(Parent letter to be sent home with children)

Dear Parents:

On Wednesday, November 5, the morning class will be getting a visit from a very special person. At 11:00, Mrs. Parks, a parent of one of the children, will be bringing her 6 month old for a visit to our classroom. Four year olds are curious about infants because they are so different from themselves, yet also alike. We will watch the baby being fed and each child will have the opportunity to touch the baby very gently. Mrs. Parks will discuss how she cares for the baby, what the baby eats, how she dresses the baby and what the baby does during the day. She will bring along a few baby toys and pieces of clothing.

This experience provides so much for the preschooler. During the week we will be showing and examining baby toys, discussing the size of the toys, and what the baby does with them. We will have baby clothes available to contrast with the things that your preschooler wears. We will be discussing the size of the baby and the size of the preschooler. How are babies and older children alike? How are they different?

In preparing for this experience, we ask that you send a picture of your child when he or she was an infant. The children love to show off themselves, and it helps they to understand how much they have grown, and how grown-up they really are. The pictures will be handled, so please send one that may stay at school. In addition, you might tell your child what he or she was like when only a baby. What were favorite games, foods, toys? Sharing the family album with your child will be especially enjoyable for everyone in the family. If you would like to join us for our "baby-visit", please feel free to do so. We would love to have you!

Sincerely,

CHAPTER NINE

PLACES TO GO AND THINGS TO SEE

There are probably many interesting places to visit in your community, even some special places that only exist in your area. Think about the natural resources, industry, agriculture and local parks around your school. You may find a spot that other people have not discovered. Don't forget the shops and community services that we tend to take for granted as an adult. Remember that the children are seeing many things for the first time. Pretend that you are seeing some of these things for the first time and imagine your amazement, questions, curiosity, and sense of wonder.

Here is a list of classroom visits, field trips, and collecting trips we have found successful. Also included are activities that you can use to prepare the children for their experience. Our list is by no means exhaustive, but we wanted to share some of our ideas with you.

Field Trips

APPLE ORCHARDS. Visit in the fall when the apples are ripe. Investigate the different kinds of apples, discover where apples come from, and pick some apples to take back to school.

Art: Pasting paper apples on apple trees of construction paper.

Cooking: Apple sauce, apple slices and cinnamon, apple brown betty (toast spread with applesause, sprinkled with brown sugar and broiled briefly), apple pie.

Manipulatives: Counting games using apples on trees; sorting apples into red/green or big/small, apple tree puzzles, counting pretend apples into a bucket.

Story: A bored little boy asked his mother what there was to do. She told him to look for a small, round red house, with no windows, a chimney, and a star inside. The boy goes searching and asks a farmer and an old woman (elaborate this and describe the boy's conversations) where he could find such an object. No one knew. The boy finally sat down beneath a tree, and an apple falls. He says that this is small, round and red, has no windows and a chimney (the stem) and cuts it to see if there is a star inside. (When an apple is cut horizontally, there is a star). Use an apple to demonstrate.

AIRPORT. Most airports will take children on a tour of the facilities. Often by special arrangements children can tour a plane while it is in a maintainance facility. If you time your trip right, you may get to see a helicopter landing.

Art: popsicle stick airplanes, paper airplanes, pasting pictures of airplanes.

Blocks: Build an airport and supply small airplanes. Include a control tower, hangar, airport terminal, runways, restaurants and parking lots.

Dramatic Play: Pretend to take a plane trip with flight attendants, pilots, passengers--maybe even serve a small snack like crackers on trays. Add Jr. Pilot wings, pilots' hats and a steering wheel.

Manipulatives: puzzles, matching games such as different color or sized airplanes with corresponding hangars.

AQUARIUM. If your city has an aquarium it can be an exciting field trip after putting together your own aquarium in the classroom. Check to see if there is a special feeding time at the city aquarium. Most activities that follow focus on fish.

Art: Bulletin board fish tank with children's art of fish, seaweed, and shells using a multitude of materials. Mini-aquariums: on a small (9"x11") piece of paper paste small fish, seaweed and shells. Using water colors, paint fish made of white construction paper.
Dramatic Play: Go fishing with poles and magnets. Put paper clips on construction paper fish and make a fish pond.
Manipulatives: Fish puzzles, matching or sorting fish for counting games. Movement exploration: "Swim" to music, make seaweed from green streamers and have children wave to music.
Water Play: Place plastic fish, seaweed, small boats and people and shells in tubs of water.

BAGEL FACTORY. This may be a new food to some children. The process of making bagels is an interesting one to watch. Check the baking times and try to coincide your trip with the bakers' work.
Cooking: Children prepare bagels with butter, cheese, peanut butter or other topping. Try toasting the bagels with cheese on top.

BAKERY. The smells in a bakery are always delicious. Try to time your trip so that you can see the baker at work. Often the baker is busy only in the early morning. If the baker is not occupied when you plan to visit, ask if he will decorate a cake for the class.
Cooking: Bake bread or muffins, frost cookies.
Dramatic Play: Set up a bakery in the room with aprons, hats, boxes, rolling pins, pretend food, money, cash register, oven, etc. Either make something to eat, or pretend with play dough and cookie cutters.
Stories: Gingerbread Man

BAND. Arrange with the music director of a high school or music school to come and visit a rehearsal. It is especially nice if the students will demonstrate their instruments individually before playing as a group. Maybe the preschoolers will be allowed to conduct the band.
Art: Create instruments: Shakers, drums, sand paper blocks, stretched rubber bands on boxes.
Manipulatives: Sort instruments into percussion, wind, brass, strings, and label instruments. Encourage vocabulary usage through matching and counting games.
Music: Make your own band and record the music. Let children conduct by pointing to individuals to play a few notes. March to music with and without rhythm instruments. Play rhythm instruments along with a record; when the teacher lifts the needle from the record, the children stop playing.

BANK. A trip to a bank to see where the money is saved may be interesting. Often banks have toys and give-aways for small children.
Dramatic Play: Create a bank in the classroom with blank deposit, withdrawal slips, pens, cash register and play money.

BOWLING ALLEY. Perhaps for a reduced fee, or for free, the children can roll the heavy bowling balls down the alley. They can see how the pinsetters work. At school you can set up your own bowling alleys.
Dramatic Play: Make a bowling alley with milk cartons and a rubber ball.

BUS. Call the local transit authority and get maps, schedules and routes. Take a trip to a local park. Usually children under five ride free, but the kids like putting a penny into the token box.
Art: Make a mural of a large bus and let the children decorate it or draw passengers in it. Make mini-buses from large boxes. Build buses from milk cartons, add paper circles for wheels
Dramatic Play: Build a bus with blocks or chairs and add props such as tickets, maps, change box, bus stops, bus drivers' hats, and a steering wheel.

Manipulatives: One-to-one correspondence between seats and people, puzzles, matching buses with parking stalls (try numbering buses and stalls).

Music: "The Wheels on the Bus Go Round and Round".

CHINESE RESTAURANT. What a delightful way to celebrate Chinese New Year. Order a few simple finger foods that you think the children might like, rice is usually well received. As for a tour of the kitchens. Try cooking some Chinese food at school before the trip and the children will be familiar with the food.

Art: Make a paper mache group sculpture of the Chinese Year's animal, i.e. dragon, rat. Fold paper fans.

Cooking: Make fried rice, fried wontons or egg rolls at school.

Dramatic Play: Make a restaurant in the classroom using aprons, chef hats, trays, cash register, order pads and pencils.

CITY DUMP. Where does our garbage go? Take a car ride through the city dump, see the birds, the dump trucks, maybe some tractors. Is there a recycling center the children could contribute to? Call your local sanitation department and see if they give tours of the trucks and how they work. This is a good trip to emphasize safety tips.

Art: Collages of junk brought from home. Collect boxes and have the children make one large sculpture. Get small bottles (airline liquor-size) and cover with tissue paper and paint with diluted starch. Make litter bags during an art project, and then use them on the playground or in a nearby park.

Blocks: Add toy tractors and dump trucks to block and sand areas.

Science: Make a small compost pile in an aquarium. List all things you've put in it and empty in 6 weeks to see what decomposed and what did not.

Stories: Where Does the Garbage Go? P. Shouers.

CONSTRUCTION SITE. The best time to go is during the spring or fall, when it is warm enough to stand and watch. The children like to see the big, powerful versions of their miniature dump trucks and cranes at school. This field trip provides a great opportunity for building vocabulary: tools, hardware, hard hats, machines, architects, blueprints, construction workers.

Art: Paint and wallpaper a large box. Build wood sculptures with small pieces of wood and glue. Children can carpet and wallpaper miniature houses using shoe boxes, contact paper and scrip carpeting. Splatter paint over small tools - they make great shapes, make a collage with screws, nuts, and nails, pound nails into boards.

Manipulatives: Pounding nails, screwing screws, matching nuts with bolts, hanging washers on hooks.

Block Area: Encourage constructing buildings of all sizes out of many materials.

Dramatic Play: Set up a carpenter's workshop with hammers and nails, plastic saws and styrofoam (use metal saws at your own discretion), add carpenter's aprons, hard hats, saw horse and work bench. Encourage the children to wear hard hats in the block area and offer simplified (configurations of 3 or 4 blocks) blueprints to the workers.

Music: "Johnny hammers with one hammer..."

DAIRY. Where does milk come from? Check the milking times and try to be there for the milking procedure.

Art: Use milk cartons as basic materials for projects. Put a mural or collage together using magazine pictures that are associated with dairy products (cows, farm, dairy platn). Make a paper mache cow.

Cooking: Use milk in a variety of recipes: milk shake, bread, cookies, pudding, chocolate milk. Put whipping cream in a baby jar and shake--it turns into butter. Taste different types of cheese for snack. Make curds and whey!

Manipulatives: From an assortment of pictures on a page, pick the one food that is a dairy product. Puzzles, stacking milk cartons.

Stories: The Purple Cow, Ferdinand.

DONUT SHOP. Try to arrange a tour to see when the doughnuts are being made. How do they get the jelly inside those doughnuts?

Art: Donut-shaped collage.

Manipulatives: Stackable, seriated donuts. Sort donut shapes into size or color.

Cooking: Try making frest donuts with a little donut maker, but be careful of hot oil. Get plain donuts and let children put various toppings on them: sugar, cinnamon, nuts, frosting, jimmies, etc.

DUCK POND. Is there a local pond or lake where the ducks are usually swimming? Take along scraps of frest fruit or vegetables for the ducks to eat.

Art: Bird seed collage. Paint with feathers.

Manipulatives: Categorize pictures of birds and ducks by colors, shape of feet or size.

Music and Movement Exploration: Dance with feathers, pretend to be a bird or duck. "Five Little Ducks Went Swimming One Day".

Stories: Make Way For Ducklings.

FARM. A farm nearby is a great way of seeing the animals that we usually only see in picture books. If you can plan this trip for the spring you may be able to see baby animals. Try hatching chickens or ducks in the classroom, too.

Art: Cut-outs of animals can be used in collages and farm scenes. Seed collage.

Blocks: Build barn, barnyard, farmhouse and fence. Include miniature animals and trucks.

Manipulatives: Have a miniature barn and animals available (like Fisher Price's) puzzles, matching games, lotto and bingo games.

Sand: Place tractors and animals in the sandbox.

Songs and Stories: "Old MacDonald Had a Farm", "The Farmer in the Dell".

FISH HATCHERIES. This is where the Fish and Game Department raises fish to supply the lakes and streams. There are usually many small ponds of different types of fish to see. The focus in on fish, so use activities mentioned under aquarium. In addition, try to have an aquarium with live fish in the classroom.

FISH STORE. A trip to visit the local fish pet store allows children to see the bright and colorful tropical fish. Maybe you can buy a few fish for a tank at the school. Again, aquarium activities are relevant. Talk about salt versus water fish, what they eat, and the differences between fish in the store versus fish in a lake or the ocean. Buy items needed to construct a fish aquarium in the classroom.

FIRE STATION. Children enjoy playing fire fighter at school. They need a fire hat and a piece of hose, and they are ready to improvise. At a fire station they get to see real fire fighting equipment, the real fire fighter, and where they sleep when they are on duty. The sights and sounds from this trip will be used in many dramatic play sequences at school.

Art: Make paper fire hats.
Blocks: Make a fire station from blocks, put tape on the floor to make roads, and add some fire trucks.
Dramatic Play: Give the children fire hats and hoses, ladders next to outdoor play equipment. This may be best outdoors since it can be a noisy indoor activity.
Special: Have a fire drill.

FRIEND'S HOUSE. Try dividing the class into three or four groups and sending each group to a classmate's house for juice and snack time. How special for the host or hostess to share his toys and home with so many friends at school. A nice way to encourage friendships among children.
Art: Draw pictures of friends.
Discussion: Talk about different kinds of friends: peers, pets and family.
Special: Take pictures of the children with their friends. Be sure not to exclude anyone.

GLASSBLOWERS. There are not many of these artisans around. If you are lucky to have one in your community, arrange a trip to see him/her in action.
Manipulatives: Display a number of objects and have children identify glass and non-glass materials.

GROCERY STORE. Although children often visit the grocery store with a parent they usually see it from a grocery cart. A helpful manager will take the children to the back area of the store where the food is received and prepared for shelving.
Art: Large collage of food products and their pictures. Pick pictures of favorite foods and glue onto a paper plate.
Dramatic Play: Set up a grocery store with empty cans, boxes, egg cartons, magazines, etc. Include shopping bags, play money and cash register, tables for counters. Let children dress up as customers and store personnel.
Manipulatives: Display and sort fruits and vegetables, play lotto games, select what is edible form an assortment of pictures, categorize empty food containers into what would need to be refrigerated and what would go into the cupboard.

HEAVY EQUIPMENT DEALER. A trip to see some of the large earth moving equipment used in construction and farming is an interesting trip for the children. A dealer who sells the equipment used in construction and farming is an interesting trip for the children. A dealer who sells the equipment would have clean vehicles and perhaps allow the children to climb on them. The children will enjoy returning to their sandbox and pretending to drive large tractors.
Blocks: Encourage creating equipment. Furnish construction hats and play tools, add small trucks.
Manipulatives: Seriated nut and bolt set, screws and screwdrivers, building towers.
Sand Play: Place tractors and trucks, popsicle sticks and small people in the sand area.

HOSPITAL. Some hospitals give tours for young children. Hospitals can become a less scary place when seen through a tour with a freindly guide. It would be fun to peek at the newborns and talk about themselves when they were young.
Dramatic Play: Set up a doctor's office with appropriate props: empty I.V. bottles, cots, stethescopes, plastic cyringes without needles, tweezers, empty pill bottles, doctor's kit, dolls and blankets, nurses' hats and doctors' smocks.

ICE SKATING. Some rinks will allow young children to visit in groups for free or reduced rate. For those in cold country, parks usually have free rinks during the winter. For many children it will be the first time on skates. This activity is fun when included in a unit on winter.
Manipulatives: Match skates and feet of paper.
Music and Movement Exploration: Dance to "Skater's Waltz".

KINDERGARTEN. Sometime during the last month of preschool before entering kindergarten it would be fun to visit a neighborhood elementary school. Ask the kindergarten teacher if you may bring the preschoolers in the room. Let the children play on the playground equipment, if you can get permission.

LIBRARY. A trip to the public library opens a new world of books for the children. Try to arrange a story hour with the children's librarian. Let the children all check out one library book on your card. Get the applications for the children to get their own library cards. Stress to parents how beneficial membership at a library is for all ages.
Dramatic Play: Set up a library in the room. Children select and check our books from the librarian.

MUSEUMS. There are children's museums in some communities. Some museums have exhibits which usually intrigue young children, especially if they allow the children to touch the exhibits. Check to see what admission prices are, and if there are any special tours for your age group.

McDONALD'S. These hamburger places will take children on a tour of their kitchens. Why not plan snack for Mac's?
Dramatic Play: Use McDonald's hats and aprons, set up a counter and add cash register and play money to encourage restaurant play. Ritz crackers and sliced sausage make great "hamburgers".
Cooking: Hamburgers.

PAR COURSE. This is a grown-up exercise-jogging course set up with stations and directions for using the equipment for exercises. The children will enjoy trying their hand at some adult exercises and will see many adults using the course and staying physically fit.
Movement exploration: Set up exercise course in the school yard.

PARKS. Your community will probably have neighborhood parks, some near enough to walk to. The children enjoy playing on equipment different from their own. Why not have a picnic?
Art: Collage of nature items picked up at the park.
Language Arts: Children dictate stories about the parks and the children's activities there.

PIZZA RESTAURANT. Many children have tasted pizza, but have never seen it being made. Some pizza restaurants will invite the children into the kitchen to see how it is done.
Cooking: Make pizzas at school with a variety of toppings. Mini-pizza can be made from English muffins, ketsup and oregano, and mozarrella cheese.
Dramatic Play: Include chef's hats and aprons, cash register, play money and order forms in the play kitchen corner. Add playdough for the children to make pizza-like concoctions.
Language Arts: Recall and list order of ingredients when making pizza.

PET STORE. This is the place to see many different pets and small animals. Encourage the children to talk about their pets, or make up stories about pets they would like to have.

Manipulatives: Have children dictate stories about pets they want to have. Sort pets according to categories: cat, dog, bird, fish. Categorize animals as to whether or not they would make a good pet.

Science: Set up a cage as a home for a new pet at school.

PLANETARIUM. Often a planetarium will have a show that is geared for young children. If not, see if they will arrange a show appropriate for preschoolers.

Art: Use stars to create a picture similar to the sky seen at the planetarium show. Make a "star" camera by hammering holes in one end of a can. Shine a flashlight inside the can so that the light shines out of the pin holes onto a dark paper.

Science: Depending upon your knowledge of the "heavenly bodies" you may want to develop demonstrations on the earth's rotation and its revolution around the sun.

POLICE STATION. Where does the police man work when he isn't in his police car? This is a good place to find out that policemen are people too. Ask for a tour of the station, of a police car and maybe the jail.

Dramatic Play: Add police hats and motorcycle helmets to the dramatic play area.

Manipulatives: There are many puzzles that include policemen. From an array to occupational tools, have the children select those that belong to a policeman.

POST OFFICE. Take a letter to mail to yourself, or a friend. Find out how the letter gets from the post office to your home.

Art: Let the children decorate envelopes by using stamps and magic markers. Make classroom mailboxes by using manilla envelopes that have been decorated by the child and printed with the child's name. On the front put a photograph of the child. Provide pencils and markers to "write" letters on stationary.

Dramatic Play: Set up a post office in the classroom using stamps, hats, letter bags, scale, cash register, and allow the children to write letters to themselves or a friend and deliver them to the appropriate mailbox.

Language Arts: Children can dictate a letter to someone special.

POTTER. Find a pottery shop or studio where they will demonstrate wheel throwing of clay as well as sculpting by hand. The children will enjoy using clay or playdough at school after such as experience.

Art: Using a variety of sculpturing materials to make items. Use baker's clay to sculpture, bake and later paint.

Dramatic Play: Set up a mini-potter's shop in the classroom. Include aprons, clay, an "oven", and paint.

PUPPET THEATER. Is there a theatre in your town that puts on puppet shows for children? Can you go back stage and see the puppets?

Art: Puppets can be made out of a variety of materials: paper bags, socks, tongue depressors, felt, construction paper. The children can make their own stage by decorating a large box.

Language Arts: Children can put on their own puppet shows, either original or an established story.

Special: Puppets can be used to teach a number of concepts that are sometimes difficult to discuss, such as those in the affective domain.

TEACHER'S HOUSE. Some children think that their preschool teacher really lives at school! A trip to visit his/her home is always a thrill and a trip long remembered.

Language Arts: Encourage the children to dictate an account of their trip to the teacher's house.

TORTILLA BAKERY. Can you find a place where they make tortillas commercially? A visit might coincide with a celebration such as Cinco de Mayo and be included in a unit on the Mexican culture.

Art: Cut "tortilla shells" from construction paper and make a collage as the filling.

Cooking: Make tacos in the classroom or have tortilla chips for snack.

Language Arts: Celebrate the Cinco de Mayo.

TRAIN RIDE. Take a short ride on a local commuter train to a park.

Art: Children can create their own box cars from discarded boxes. A mural of trains and passengers can be done on either large or small sheets of paper.

Dramatic Play: Set up the train and station with blocks or boxes, add conductor's hat, engineer's cap, tickets and paper punch.

Language Arts: Have the children dictate a story about where you can go on a train trip.

Manipulatives: Show train with all different colored cars. Cover the train and remove a car, ask the children which car is missing. On a sheet of long paper, draw a picture of a train. Cut the picture into equal-sized squares and have the children practice sequencing them.

Movement Exploration: Make a line with the children to form a train. Have the train go over, under and around objects in the room.

Stories: The Little Engine That Could.

WEAVING SHOP. If there is a shop large enough to accomodate your group, it would be interesting to see how weaving is done on a loom. Look at the different yarns that are used.

Art: Simple weaving projects can be done on a loom of strings wrapped around cardboard. Make slits in heavy construction paper and weave with yarn or construction paper.

Movement Exploration: Practice going over and under boards on an obstacle course.

Science: Identify woven objects. Talk about where wool comes from. Try making dyes in the classroom using natural ingredients and dying yarn for weaving.

ZOO. There are often large zoos in big cities or towns and smaller zoos or petting zoos in some communities. This is an excellent place to see real, live animals.

Art: The children can draw their favorite animal, paste animal shapes on construction paper and then put popsicle sticks on top to simulate cages. A collage can be made with pictures of zoo animals.

Block Play: Put wooden or plastic animals into the block area to encourage "zoo" play. Bring in alot of stuffed animals for the children to manuever.

Manipulatives: Identify zoo animals from an array of pictures of zoo and non-zoo animals. Place replicas of animals on a tray. Remove one animal secretly and ask the children to identify which animal is missing. Puzzles, matching games (parent-baby animals), build an animal's habitat by using dry grass, a pan of water, etc.

Movement Exploration: Move like different animals to fast and slow music. Have one child make an animal sound, and see if the other children can identify it. Play recordings of animal sounds and ask the children to pretend they are the animal they're hearing.

Classroom Visitors

AMBULANCE DRIVER. An off duty ambulance and driver can come to visit your school with the vehicle and all their equipment.

BABY. These preschoolers can hardly remember that they, too, were once babies. Getting to look at a baby close up reminds them of how much growing they have done. They learn to be gentle and careful with a baby, too.

CAKE DECORATOR. Have a cake decorated for a very special occasion at school. Let each child try to do some decorating of a cookie or cupcake. Doing this at school allows more freedom than at a bakery. When at school the decorator can work with a few children at a time.

DANCERS. Does a local dance studio want to send some of their older children dancers to entertain your class? Ballet, jazz, and tap are a few of the types of dancing you would ask for.

DENTIST. A children's dentist may be willing to come to the class and talk about teeth, brushing teeth and eating proper food for care of teeth. You may talk about healthy teeth and food in class time.

DOCTOR. A doctor can bring his equipment to class and in the safety of the classroom the children can look at some of the gadgets a doctor uses. The doctor can seem more like a friend here at school and may then seem more benign in the office.

FIREMAN. Maybe the fireman can drive his firetruck to the school to show the children all around his truck. Some of the children may even wear their fireman hats for the occasion.

HORSE. Do you know someone who has a horse and who will bring it to school to let the children have rides?

MUSICIANS WITH THEIR INSTRUMENTS. The children can hear their own private concert! A violin, a trumpet, or a drum to hear live and maybe even try to play themselves will be a tremendous experience for a young child.

NURSE. A nurse in full uniform, expecially if she may be someone's mother, is an interesting person to Have visit the school. She can bring some of her instruments and answer questions from the children.

POLICEMAN WITH POLICE CAR. In the parking lot of the nursery school, the police car may seem less threatening to the young child. The children can get a chance to look inside and even sit inside the police car. The policeman can explain the different gadgets.

PETS. People can share their pets at school. Other people can bring unusual animals to school on a temporary loan or for a few hours visit.

Collecting Trips:

Parks, beaches and woods are interesting places to collect the following: Bugs, flowers, leaves, rocks, shells, cones, pods, feathers, nests, driftwood, bark and seeds.